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| Grade:2nd  Unit 2:The Wild West  Overview:  Building on the shared research in the first unit, students research an interesting person from the 1800s’ “Wild West” and write an informational essay. Students read tall tales, and then discuss where the fiction is stretched beyond belief, and why the tale has been told through the years. Students also read their choice of fantasy and chapter books set in different time periods of life in the west. Finally students will study the art of George Catlin to understand his role in creating historic images of Native Americans.  Student Objectives:  Create a list of collective nouns (e.g., herd, flock) related to life in the West.  Read tall tales and learn the distinct characteristics of this type of tale.  Compare and contrast an original fairy tale with one that has been rewritten in a western setting.  Read about life in the west from multiple perspectives.  Research a real person from the 1800s.  Write an informational essay based on research about a real person in the 1800s.  Read informational texts to answer the questions “who, what, where, when, why, and how.”  Consider the contribution made by the artist George Catlin, who captured the way of life of Native Americans of the plains.  Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | COMMON CORE STANDARDS:  **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **Phonics/Word Work**  -Word Families-  Week 1&2 -ue, -ui vowel Patterns, -or, -orn, -art  Week 3&4 –ir, -urn, -air, -ear, -eer  Week 5&6 –ore, -are, -ire, -oom, -ew  -Phonics by Spelling Program  **Grammar**  Common Nouns  Review Sentence Types  Proper Nouns: People and Places/Proper Nouns: Days, Months, Holidays  Proper Nouns: Titles  Review Common vs. Proper Nouns  **Comprehension Strategies**  Determine Importance/Infer/ Fix-Up Strategies | | | |
| Read Aloud | Shared Reading | Guided Reading | Interactive Writing/  Writing Mini Lessons | Independent Writing/  Reading |
| **Stories (Read Aloud)**  *The Cowboy and the Black-Eyed Pea*(Tony Johnston)  *The Gingerbread Cowboy*(Janet Squires and Holly Berry)  *The Tortoise and the Jackrabbit*(Susan Lowell)  *The Toughest Cowboy: or How the Wild West Was Tamed*(John Frank and Zachary Pullen) Native American Stories  * + - Gift Horse: A Lakota Story (S.D. Nelson)     - Crazy Horse’s Vision (Joseph Bruchac, S.D. Nelson, Curtis Zunigha, and Robert Tree Cody)     - A Boy Called Slow (Joseph Bruchac)  Tall Tales  * + - Paul Bunyan (Steven Kellogg)     - John Henry (Julius Lester and Jerry Pinkney)     - Pecos Bill (Steven Kellogg and Laura Robb)     - Johnny Appleseed (Steven Kellogg)   **Poems (Read Aloud)**  “Buffalo Dusk” (Carl Sandburg)  “Home on the Range” (Brewster Higley)  *How I Spent My Summer Vacation*(Mark Teague)  **Literary Text**  **Stories**  *Cowgirl Kate and Cocoa* (Erica Silverman and Betsy Lewin) (E)  *Cowgirl Kate and Cocoa: Partners* (Erica Silverman and Betsy Lewin) (EA)  *Ghost Town at Sundown*(Mary Pope Osborne) (EA)  *Buffalo Before Breakfast*(Mary Pope Osborne and Sal Murdocca) (EA)  *Little Red Riding Hood* (Trina Schart Hyman)  *Little Red Cowboy Hat* (Susan Lowell and Randy Cecil)  *Little Red Riding Hood: A Newfangled Prairie Tale*(Lisa Campbell Ernst)  “The Princess and the Pea”in *Fairy Tales from Hans Christian Anderson* (Hans Christian Anderson)  *The Gingerbread Man*(Karen Lee Schmidt)  *Justin and the Best Biscuits in the World*(Mildred Pitts Walter and Cathrine Stock)  *Dancing with the Indians*(Angela Shelf Medearis)  **Informational Text**  *Cowboys and Cowgirls: Yippee-Yay* (Gail Gibbons) (EA)  *Cowboys*(Lucille Recht Penner)  *I Want to Be a Cowboy*(Dan Liebman)  *The Very First Americans*(Cara Ashrose)  **Informational Text (Read Aloud)**  *Black Cowboy, Wild Horses: A True Story*(Julius Lester and Jerry Pinkney)  *Bill Pickett: Rodeo-Ridin’Cowboy*(Andrea D. and Brian Pinkney)  *Wild Tracks! A Guide to Nature’s Footprints*(Jim Arnosky) (E)  *B is for Buckaroo: A Cowboy Alphabet* (Louise Doak Whitney and Sue Guy)  *Cactus Hotel*(Brenda Z. Guiberson)  *Wild West* (DK Eyewitness Books)(Stuart Murray)  *You Wouldn’t Want to Live in a Wild West Town!*(Peter Hicks, David Salariya, and David Antram)  **Online biographical sources for:**  Annie Oakley  Buffalo Bill  Wild Bill Hickock  Will Rogers  Kit Carson | \*Rigby Charts  \*Various read aloud poems/books/pair/share  Turn/talk | \*Leveled Library/Rigby  **Terminology**  biography  characters  collective nouns  compare  contrast  expression  fantasy  fluency  point of view  real  tall tale  Venn diagram  spelling patterns | -Main Idea and Details  -Writing Process/  Review the full process  -Problem/  Solution  -Organization | -Graphic Organizer Webs  -Various writing mini lessons  -Various shared writing based on reading/discussion  -Create various poetry using rhyme/alliteration/rhythm Phonics |
| Art/Technology/Music | Assessment/  Rubrics | Science/Social Studies Related to Utah State Standards | Literacy Centers/Independent Work | |
| **Music**  “Git Along, Little Dogies” (Traditional Cowboy Ballad)  **Art**  George Catlin, [*The White Cloud, Head Chief of the Iowas*](http://en.wikipedia.org/wiki/File:George_Catlin_001.jpg) (1830-1870)  George Catlin, [*A Comanche Family Outside Their Teepee*](http://www.georgecatlin.org/A-Comanche-family-outside-their-teepee,-1841.html) (1841)  Edward S. Curtis, [*Cheyenne Maiden*](http://en.wikipedia.org/wiki/File:Edward_S._Curtis_Collection_People_084.jpg) (1930)  Edward S. Curtis,[*A Smoky Day at the Sugar Bowl-Hupa*](http://en.wikipedia.org/wiki/File:A_smoky_day_at_the_Sugar_Bowl--Hupa.jpg) (1923)  Frederic Remington,[*Fight For The Water Hole*](http://www.frederic-remington.org/Fight-For-The-Water-Hole.html) (1903)  Frederic Remington, [*A Dash for the Timber*](http://en.wikipedia.org/wiki/File:MVI_2809_Remington%27s_A_Dash_for_the_Timber.jpg) (1899  Interdisciplinary Connections  **This unit teaches:**  **Art**: George Catlin  **Geography**: the western U.S.  **Science**: Seasonal cycles  **History:** American westward expansion (e.g., the role of the railroad) and Native Americans (e.g., Plains Indians and the effect of the railroad on Native American communities) This unit could be extended to teach: **History:** American westward expansion (e.g., the steamboat, wagon trains, the Pony Express) and Native Americans (e.g., Sequoyah and the “Trail of Tears”)  **Science:** Simple Machines, as used by the Native Americans, and technology related to westward movement (e.g., arrows and wagon wheels)      Additional Resources  [Cowboys and Fairy Tales: Interacting With Fractured Texas Tales](http://www.readwritethink.org/classroom-resources/lesson-plans/cowboys-castles-interacting-with-156.html) (ReadWriteThink) (RL.2.9, W.2.3) Note: This lesson explores the way versions of fairy tales are created and challenges the students to create one of their own  [An Interactive Biographical Dictionary Profiling Men and Women Portrayed in "The West"](http://www.pbs.org/weta/thewest/people/) (PBS) (W.2.8)  George Catlin, [Various paintings of Native Americans](http://www.georgecatlin.org/) (1796-1872) | -Various writing samples  -Classroom discussion  -Observation  -Center work  -Unit 2 Test  -Biography Report | **Social Studies-**  Standard 1 Culture  **Standard 1: (culture):**  **Students will recognize and describe how people within their community, state, and nation are both similar and different.**    **Objective 1**  **Examine and identify cultural differences within the community.**  a. Explain the various cultural heritages within their community.  b. Explain ways people respect and pass on their traditions and customs.  c. Give examples of how families in the community borrow customs or traditions from other cultures.  **Objective 2**  **Recognize and describe the contributions of different cultural groups in Utah and the nation.**  a. Identify various cultural groups within the state and the nation.  b. Describe contributions of cultural groups to our state and nation.  c. Explain ways American Indians and immigrants have shaped both Utah’s and America’s culture (e.g., names of places, food, customs, celebrations).  d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).  **Social Studies Vocabulary Students Should Know and Use:**  community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast  **Science:**  Standard 3 Objective 1  (Falling Objects, gravity) Earth Science | -Computer Center  -Spelling/Word Work/Language Arts Skill Practice  -Writing  -Listening Center  -Guided Reading Center | |

* Social Studies: ● Science (Standard 1 Incorporated into all Standards)

Unit 1: Geography Unit 1: Earth Science Standard 2 Objective 2 & 3(night sky/seasonal weather)

Unit 2: Culture Unit 2: Physical Science Standard 3 Objective 1(observe falling objects/gravity)

Unit 3: Citizenship Unit 3: Life Science Standard 4 Objectives 1 & 2(Adaptations/Needs of living things)

Unit 5: Financial Literacy Unit 4: Earth Science Standard 2 Objective 1(Rocks)

Unit 5: Physical Science Standard 3 Objective 2 (Compare/contrast phys. Changes)

\* Teach Standard 1: Thinking like a scientist/scientific process in Unit 1